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➤EDITORIAL♦NOTES.◀

Hebrew in College.—For several years there has been a steadily increasing demand for Hebrew instruction in the College. There has never existed a really good reason why such instruction should not be offered. Those especially interested have been the professors of Hebrew and the Old Testament in the theological seminaries. For the sake of the strictly biblical work, which is crowded out by the necessity of giving time to the study of the language, for the sake of the linguistic study itself, which has suffered greatly from the lack of time given it and from the lack of interest which necessarily accompanies the unfavorable circumstances under which it has been pursued, a strong plea has been made for the introduction of Hebrew into the College-curriculum as an elective. The results of the agitation made in this line already begin to show themselves. Within five years, it may safely be predicted, every first-rank institution in the land will have made provision for the study of Hebrew. With such instruction already offered in Harvard, Yale, Johns Hopkins, Columbia, Princeton and others, Brown, Dartmouth, Williams, Rochester, Ann Arbor and the colleges of equal rank cannot afford much longer to delay making similar provision.

The Summer Schools of Hebrew.—At this date, July 20th, the Philadelphia School of Hebrew is past, the Chicago School is approaching its close, and the New England School is just opening. Thus far, the Schools of 1886 are in very many respects ahead of those of 1885.

It was supposed by many, and the supposition was a well-grounded one, that after one or two years the interest in such Schools would die out. The facts in the case seem to indicate the very opposite. Satisfactory as was the first session of the Philadelphia School, the second session, just closed, in point of numbers, interest and results accomplished, far exceeded it. Of the six sessions of the Chicago School, the one now in session is, by all, conceded to be the the most encouraging. It is too early to speak definitely concerning the New England School. Its outlook, however, as well as that of the two remaining Schools (Chautauqua and Southern) is much better than last year.

It is sometimes suggested that there are too many Schools; that it would be better to consolidate them. There would be some advantages, it must be confessed, in such a plan. But when we consider that only by means of a School in a given section of the country, can that section be interested in this particular work, that not the least among the results accomplished by the Schools is the bringing together of the teachers, and the mutual profit which they thereby obtain, that in this work, everything else being equal, the greatest good will be accomplished by reaching the largest possible number of students, it may be doubted whether the consolidation of the Schools would not practically defeat the very ends sought for in the work of the Institute of Hebrew.

There is a measure of disappointment when the attendance in any school falls below fifty. It should be remembered, however, that with the establish-

ment of each new school, the territory of each school already established is narrowed. Five schools with an attendance of fifty each will accomplish far more than one with an attendance of one hundred. Nor is the success of the work to be measured by the results directly manifesting themselves. A public sentiment is being created in the several sections in which schools are established, which in time will do much toward bringing about the ends directly sought in the work of these schools. Were it not for the extreme difficulty of obtaining means with which to carry on the work, it is certain that still other schools might be inaugurated with great advantage.

And further, are there not many institutions in the country fully equipped with instructors, the number of whose students does not reach fifty? There is no reason why we should not have a hundred or more students in each of our Summer Schools; but so long as fifty can be brought together for work in a line which has hitherto been so neglected, there is real ground for encouragement. What we need is, not a less number, but a greater number of schools, and the indications are that the number will increase.

Professors of Hebrew.—In the several numbers of the present volume of *HEBRAICA*, there have been published the names of the various professors of Hebrew (and kindred subjects) in this country, in Britain and on the continent. It is, perhaps, too much to hope that in these lists no mistakes have been made and no names omitted. They furnish, however, a comparatively accurate idea of the number of men engaged in this department of study. A careful study of these lists is not without profit. Many of the names have become very familiar to all Bible-students. Others, now unknown to many, will become famous in the years to come. From one stand-point, we may be surprised that so many men are engaged in a department which to the world seems narrow and unproductive. But when we compare the number with the vastly greater number at work in nearly every other line of scientific and theological study, and when we consider the magnitude of the department and the extreme practical importance of many of the questions which must be settled in it, we must at once feel that there is room for many more workers.

Those engaged in Semitic work should find in the examination of these lists much encouragement. With so large a number of men at work in a given line, surely valuable results may be expected.

Assyrian Manual.—When this number of *HEBRAICA* reaches its readers, the *Assyrian Manual* by Prof. D. G. Lyon, published by the American Publication Society of Hebrew, will be ready for delivery to purchasers. The distinguishing feature of this work is that it makes transliterated Assyrian inscriptions the basis on which the beginner is to build. While making it possible, by reading largely in transliterated texts, to gain a good knowledge of Assyrian grammar and the lexicon, without the task of memorizing the cuneiform signs, the *Assyrian Manual* also supplies ample means for acquiring the signs and for practice in reading texts in the original. The book will prove a welcome aid to those Hebrew students who for linguistic or theological reasons desire to make the acquaintance of a great literature cotemporaneous with the Jewish, and presenting many of the most interesting points of contact with the Old Testament.